

Part I: Application Information

Complete the Cover Page, LEA Level Participants/Schools to be Served Page, LEA and School Information and Signature Page, Assurance Form and Waiver Form and attach as the first six pages of the application. All of these forms must be submitted as hard copies with original signatures as well as submitted electronically with entire application.

Section A: Cover Page (Complete and attach as first page of application.)			
LEA Name:	Baboquivari Unified School District		
Mailing Address:	PO Box 248 Sells, AZ 85634		
CTDS #:		Entity ID #:	NCES ID#:
Superintendent:	Dr. Alberto Siqueiros		
Mailing Address:	PO Box 248 Sells, AZ 85634		
Telephone #:	(520) 383-6746	Email:	asiqueiros@busd40.org
Signature:			
Program Contact Person:	Dr. Edna Morris		
Mailing Address:	PO Box 248 Sells, AZ 85634		
Telephone #:	(520) 383-6746	Email:	emorris@busd40.org
Signature:			
Fiscal Manager:	Mr. Dan Fluery		
Mailing Address:	PO Box 248 Sells, AZ 85634		
Telephone #:	(520) 383-6746	Email:	dfluery@busd40.org
Signature:			
Total LEA Request: Indicate the total amount of funding you are requesting for both LEA and School. Please note: An individual budget will be required for each school site totaling to the amount listed below.			
Year 1	Year 2	Year 3	Total
\$ 500,000.00	\$ 500,000.00	\$ 500,000.00	\$ 1,500,000.00

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

In Addition: The Year 1 grant period may include pre-implementation costs from June 2014-August 2014 (see Attachment C).

Section B: LEA Level Participants/Schools to Be Served

(Complete the following information with respect to the LEA level participants and the schools that will be served with a School Improvement Grant and attach as second page of application.)

LEA Level Participants

Identify the LEA level team members who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the schools to be served.

Name	Role	Email	Telephone #
Dr. Alberto Siqueiros	Superintendent	asiqueiros@busd40.org	(520) 383-6746
Dr. Edna Morris	Assistant Superintendent	emorris@busd40.org	(520) 383-6746
Ms. Yolanda Nunez	Principal at BMS	ynunez@busd40.org	(520) 383-6900

Schools to be Served

In determining schools to be served and the selected intervention model for each school, ADE encourages the LEA to consider:

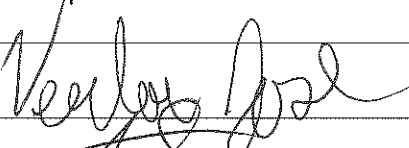
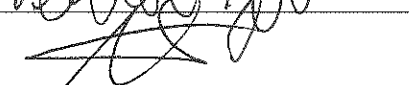
- Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).
- Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.

School Name	NCES ID#	Priority	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Trans-formation	Turnaround
Baboquivari Middle School		X				X

Section C: LEA and School Information and Signatures

(Complete and attach as third page of application. If there are more than 3 participating schools the LEA may duplicate this page and attach it after page 3.)

LEA Signatures

LEA Name:	Baboquivari Unified School District
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures

Site #1 Name:	Baboquivari Middle School		
CTDS #:		Entity ID #:	
Principal Name:	Ms. Yolanda Nunez		
Telephone #:	(520) 383-6900	Email:	ynunez@busd40.org
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?			YES <u>NO</u>
Principal Signature:			
Site #2 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?			YES NO
Principal Signature:			
Site #3 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?			YES NO
Principal Signature:			

Section D: LEA Assurance Form

(Complete and attach as fourth and fifth pages of application.)

The School Board President and Superintendent must sign below to indicate their approval of the contents of the application and agreement to the following LEA assurances.

THIS AGREEMENT made the 22nd day of May, 20 14, by and between Baboquivari Unified School District (BUSD) hereafter called the LEA and Arizona Department of Education (ADE), hereafter called the SEA.

By indicating with an X on the below items, the LEA or charter holder fully and completely assures that it will:

Federal Assurances:

- ☒ Use its School Improvement Grant 1003(g) funds to fully and effectively implement an intervention model in each school that the LEA commits to serve consistent with final requirements.
- ☒ Establish annual performance targets for student achievement on the state's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements.
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external partners to ensure their quality.
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can sustain progress without SIG funding.
- ☒ If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ Report to the ADE the school-level data required under section III of the final requirements.

State Assurances:


- ☒ Select a school leader using locally adopted competencies necessary to turnaround a SIG school.
- ☒ Complete and submit a Self-Readiness Assessment along with the LEA and School Continuous Improvement Plan annually.
- ☒ Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing the bottom quartile, based on the State's assessments in both reading/language arts and mathematics and high school graduation rates (if applicable).
- ☒ Provide a LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.

- ☒ Align current and future funding sources in support of improvement efforts, especially Title I, including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
- ☒ Provide data on attainment of performance targets to ADE to inform decision around continuation of funding. Complete and submit the Data Summary three times a year.
- ☒ Complete and submit ED Facts data when requested by ADE.
- ☒ Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans to reflect necessary adjustments.
- ☒ Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
- ☒ Identify a LEA contact person who will accompany ADE School Improvement and Intervention staff upon request at site visits at the school, oversee implementation activities, and maintain contact with the SII staff member.
- ☒ Ensure appropriate fiscal oversight over the use of sub grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
- ☒ Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.


Mr. Verlon Jose
Name of Board President


Signature of Board President

Dr. Alberto Siqueiros
Name of Superintendent


Signature of Superintendent

Dr. Edna Morris
Name of Program Contact


Signature of Program Contact

As a partner with the LEA in the School Improvement Grant 1003(g), ADE assures that it will:

- ☒ Assign an ADE program staff as appropriate to the LEA.
- ☒ Provide differentiated technical assistance, professional development, progress monitoring and compliance monitoring for the LEA on development and implementation of LEA and School Continuous Improvement Plans. Provide feedback on attainment of performance targets and LEA and School Continuous Improvement Plans.
- ☒ Provide the LEA with guidance on any changes and interventions each of the models require.
- ☒ Meet regularly with LEA and school(s) to review performance data and implementation of selected intervention model.
- ☒ Provide technical assistance in the development of the School Improvement Grant and the renewal applications.

LEA Readiness

Interest

In the January 2010, Baboquivari Unified School District (BUSD) took a bold step to say enough to a legacy of mediocre performance and results, and committed to transforming itself to an excelling school system. This effort coincided with Baboquivari High School and Indian Oasis Elementary School being classified as PLAs by ADE. BUSD took the approach that Baboquivari Middle School would be part of this effort. Our efforts have proven successful during this period: Teachers, staff, administrators, parents, governing board, and of course, students have put forth an unprecedented effort to move from a school district producing mediocre results to on with high expectations and accountability. Though we have not fully met our goals, BUSD is moving in the right direction. Our students have made significant strides in their “individual determination” toward becoming effective learners who strive for excellence and our teachers’ level of expertise and experience has never been better.

Utilizing components the turnaround and transformation models all three schools have highly effective principals with a deep knowledge of school improvement and leadership. As a result, the principals have recruited and effective teachers, created impactful and meaningful professional development, and analyze formative and summative assessments to create response to intervention plans for all students. BHS and IOES have seen increased summative scores in State reading and mathematics assessments.

In reviewing data for the past four years, BMS was not showing gains in mathematics and reading AIMS. Beginning in 2012-13, a highly effective assistant principal with a background in school improvement was hired at BMS to support its transformation. A significant part of her responsibilities included oversight of teaching and learning for 6th and 7th grades. As a result of the assistant principals performance and progress monitoring of student achievement and teaching performance, the superintendent removed the principal and appointed the assistant principal into that role and replaced 66% of the core teaching staff in the 2013-14 school year. In so doing, BUSD would take first steps in improving Baboquivari Middle School (BMS). BUSD understands the critical work needed in order to improve teaching and learning in each of its schools. This year, BMS has shown improvement in quarterly benchmarks in reading and mathematics.

BUSD’s interest in implementing a school improvement grant would allow BMS to take the next steps in making the additional changes for the betterment of our students and families. The primary foci will be in providing additional instructional coaching, support, and professional development to teachers; improving RTI efforts; and improving in the areas of climate, culture, values and the belief that all children can learn through self-determination and support of a highly effective team behind them.

Baboquivari Unified School District proudly serves four schools: Indian Oasis Elementary School with grades preschool through fifth grade with an enrollment of 600 students; Baboquivari Middle School with grades six through eight with an enrollment of 220 students; Indian Oasis Middle and High School with grades six through twelve with an enrollment of 65 students; and Baboquivari High School with grades nine through twelve with an enrollment of 220 students. Our demographics include 98% Native American, 2% other, 80% Free/ Reduced

Lunch, 1% English Language Learners, and 10% Exceptional Students. The students of the Tohono O’odham Nation deserve a quality education and BUSD is poised and committed towards fulfilling its obligation. The BMS SIG will further support this mission and provide timely opportunities for our student to be successful now, and in the future.

Systemic Approach

Baboquivari Middle School has one principal, one dean of students, one counselor, one parent liaison, one security, 18 teachers, and 9 support staff, including a school resource officer. BUSD believes that in order to succeed, a culture of core values and beliefs must be present among the entire learning community and the students and families we serve. The BUSD Governing Board has developed and adopted a clear vision and mission statement along with specific goals in each area of our core values as depicted in Appendix A. Our core values surround culture, teaching and learning, effective relationships to support student success, highly performing personnel, effective communication, and provision of resources. BUSD has developed a decision-making process guided through its Professional Learning Community Committee whereby district and school leaders meet once a week to make teaching and learning decisions. All decisions reflect a process that includes our core values. BUSD and BMS have made bold and dramatic changes this past year and are poised and ready to implement the next phase in our plan of success. BUSD is fully prepared with full support from our governing board, district personnel, and school staff.

Desire for Change

BUSD is ready to implement a SIG turnaround plan as evidenced in the previous narrative. BUSD strongly believes that a highly effective education will have a direct impact on the economic prosperity, health & wellness, and the quality of life for the Tohono O’odham for generations to come. The additional resources provided through the SIG will enable Baboquivari Middle School to significantly increase academic attainment through the support of several experts in the areas of effective instruction, content expertise in English Language Arts and Mathematics, and behavior experts that will work with middle school students to become self-determined and self-advocating individuals.

The BUSD governing board and district administrative team, coupled with the principal and staff at BMS, have created a bold plan ready for implementation with the fidelity and rigor expected of highly effective teachers and highly effective learner driven toward becoming an “A” School.

Barriers

As a result of BUSD previous experience with SIGs and its determination toward implementing a district-wide transformation effort, barriers typically associated with school improvement efforts have already been addressed. For example, BUSD has an established a successful teacher recruitment plan that has increased the quality of teachers in its candidate pool and certainly in its ability to hire highly qualified and highly effective teachers. BUSD touts a highly effective New Teacher Induction Program, continuous professional development aligned to curriculum and instruction, and the highest teacher pay in Arizona. BUSD’s Governing Board has made several strategic changes in policy to support the teacher recruitment effort including the ability to award an unlimited number of years of experience on the teacher salary guide.

However, there are other barriers that play a significant role in our students’ ability in learning and in achieving mastery in the Arizona College and Career Standards. These include:

- Lack of highly qualified personnel in social and human services for Native Americans living on a Tribal Reservation.
- Children living in one of the most dangerous corridors with illegal activity due to drug trafficking and human trafficking (Lewis, 2013).
- 50% of the adult population on the Tohono O'odham Nation lack a high school diploma (Tohono O'odham Community Alliance, 2012).
- Unemployment rate is 40-60% (US Census, 2012).
- Increased incidences of substance abuse including a significant increase in marijuana and use of among adults and teenagers (Tohono O'odham Department of Public Safety, 2014)

BUSD continues to collaborate with the Tohono O'odham Nation in these areas, however, current efforts have been challenging at best. The SIG will provide additional resources in support of overcoming the aforementioned barriers.

Past Turnaround Efforts

BUSD has participated in two SIGs with Indian Oasis Elementary School and Baboquivari High School. BHS was part of Cohort 1 and IOES part of Cohort 2. Both schools have fully implemented the SIG and have had much support from the Arizona Department of Education. Both schools have increased their academic scores as well as BHS significantly increasing its graduation rates.

The BMS SIG application aligns with BUSD's continuous improvement plan in all areas of teaching and learning. Monthly walkthroughs support instruction and external providers also provide coaching support. Improvement is continual each year and the focus may be different each year, but at the forefront is and will always be student achievement. BUSD supports their schools by providing effective professional development that meets the needs of each school and teacher. Increased training for board that supports their growth in educational knowledge is also a contributing factor. Development of the Compact for Academic Success (CAS) has provided a reality to a dream for students and families. Parents sign the CAS beginning their 4th grade year where the criteria include a 3.0 GPA and no less than a C in core content areas, 95% attendance and exemplary citizenship. Development of the Baboquivari Foundation of student excellence to provide scholarships for students, mini grants for teachers, and increased salaries. Other supports include providing the principal with time to be in the classrooms to act as the instructional leader and coach. This is done by having assistant principals at each site to take care of discipline, attendance, activities, athletics, facilities and other such duties. Sites with improvement grant monies are additionally supported with a school improvement specialist, math and reading interventionist, guidance counselors, and additional office support. These supports allow the principal to continuously and effectively monitor teaching and learning.

The district has approved and implemented the following programs that support student growth as effective research based resources:

- Success for All reading intervention
- Success for All power teaching math structure support with Daily Math skills
- Success for All behavior supports through Getting Along Together 2
- Positive Behavior Intervention Support
- Advancement Via Individual Determination (AVID)
- New Technology with each classroom equipped with 75" Samsung overlay systems and each student has a laptop for one to one computing access

- New Digital Curriculum Textbook Adoption for all core content area K-12
- Beyond Textbooks
- BMS uses the Daily Math Skills through Beyond Textbooks
- Higher parental involvement through specific and engaging activities ie: honor roll assemblies, Power of Parents (POP) Academy, hosting back to school event
- Tech Integration Specialist to support transformation
- Expansion of extra-curricular activities in all schools.

The only limit the schools experienced was time. Though BHS and IOES have made significant growth, three years, as supported by the change process literature, is simply not enough time to fully turnaround a school. In particular when the district is presented with an abundance of community and social issues as previously presented. Nevertheless, we are confident that BUSD's has an effective plan for the sustainability of its previous SIG efforts.

Continuous Improvement

BUSD works each summer to plan for each school year. This process begins with the review of the overall continuous improvement plan for the LEA and each site. The process includes review of individual goals, strategies, and action plans. If each of the categories has been met, the LEA Team decides if the goal should continue and actions may change. The accomplished goals must have evidence of continued success.

Support to Underperforming Schools

BUSD supports each of its schools by reviewing the current conditions and needs as expressed by the site administrative team, teachers, and staff. Throughout the year, the LEA and site gather academic needs that will drive the request for support. In particular, BMS was given several support staff in order for principal to have time to be in classrooms. Support was given with a dean of students, security, office manager, attendance clerk, parent liaison, and counselor. The LEA reviews their fiscal capacity and use of entitlement grants to support the need.

External Supports

BUSD also has external support and will continue to partner with providers that have met the needs of our students and staff. Our partners include Success for All for professional development for teachers and support staff as well as training for instructional coaches. BUSD also hires an executive coach for principals to provide mentoring support once a month. BUSD also had four administrators trained and certificated in the National Institute of School Leadership (NISL) that is part of our sustainability plan. Equally important to our improvement is the role of our stakeholders. The LEA supports the following stakeholders at BMS:

- The Inter Tribal Council of Arizona provides positive social curriculum and training for students.
- The University of Arizona College of Ophthalmology provides vision screening (3/4 times per year).
- Tohono O'odham Community Action group collaborates with BMS Science teachers through a "School Garden" program.
- Extended day program where external agencies provide counseling and related support services to identified students.

Stakeholder Involvement

Our stakeholders include governing board members, district personnel, school staff, students, families, and community members. BMS has a strong site council where the improvement plan is currently being refined through dialogues including current snapshots of student data in math, reading, writing, science, social studies, behaviors, and attendance. The site council includes school leadership, teachers, classified staff, students, parents, and community members. The process for working with stakeholders is designed to support the needs of the school through open communication between staff, students, and parents. Open dialogue allows BMS to “take the pulse” of their families in order to best meet their needs. Once needs are identified, they are presented at site council, staff meetings and administrative team meetings. If the need is high and impacts student learning, needs are given to site committees that will take the need and create strategies to be implemented through creation of SMART goals. Data is presented to the staff and site council to determine if goal(s) were met through.

BUSD has the interest in seeking this grant opportunity with a plan that will not only be effective but sustainable. Our systemic approach clearly aligns our fiscal resources with support to and for personnel that meet our core values. The district is always forward looking in their desire for change as it is the role of our district to serve the needs of our children and families. Our learning community deserves the best teachers, administrators, and support staff. Although we may have some barriers, it does not hinder the perseverance of BUSD. Our current and past turnaround efforts have proven effective in two of our schools as we align our model to the district’s continuous improvement plan. The support to our underperforming schools has been unwavering as evidenced by the information provided. Our external supporters have provided professional development, coaching, and mentoring to staff and administration to make them highly effective. Finally, our stakeholders are the essential element that will lead our sustainability plan. Without our stakeholders, we cannot impact change. BUSD has the capacity and commitment to implement the BMS SIG plan with the fidelity and rigor it requires.

LEA Commitment and Capacity

Stakeholder Buy-In

BUSD has continued evidence of a strong commitment from stakeholders and include:

- Policy changes (recruitment and retention clause)-at discretion of superintendent he/she can place teachers on any point on salary schedule depending on incoming data and teaching ability.
- A Tier 1 and Tier 2 hiring process was approved whereas Tier 1 goes through typical application process to include teaching, providing data talks, and formal interview; Tier 2 includes superintendent and principal actively recruiting “superstar” teachers.
- A 200 day school year was approved to begin in 2014-15.
- BUSD provides the highest teacher salaries in Arizona (starting pay \$51K).
- A principal, dean of students, parent liaison, security, and counselor are currently approved to support the school.
- Highly qualified teachers in each content area were hired.
- Smaller class sizes were approved at an average class size of 19.
- Leveraged our budget to pull federal and state dollars to have 20% of 5.5 million Impact Aid dollars go towards teacher salaries.
- Implementation of School-wide III Budgeting process in FY2015.

Operational Flexibility

As stated before, BUSD did create a turnaround model at BMS in the 13-14 School Year. The principal was replaced along with 66% of the core teaching staff. In order to ensure an effective turnaround model, a highly effective principal with 12 years of middle school experience was hired to make systemic changes in the school climate. The principal was given administrative flexibility to hire a dean of students that would take care of discipline, attendance, activities, athletics, and facilities. This allowed the principal to be an active and engaging instructional leader on campus. The principal employed the LEA's system for recruiting and retaining teachers that includes a three-part interview after an applicant has submitted a completed application and the principal has screened and approved a potential applicant. The applicant must teach a 30 minute lesson to an actual class of students with a common core concept that is being learned at the time of interview and completed lesson plan with all the Essential Elements of Instruction (EEI) embedded into the plan, provide a presentation on their current data from their current teaching assignment. The data must demonstrate significant growth in content area in order to move to the final portion of interview. The final part is a Behavior Event Interview. Questions surround knowledge of a turnaround model, collaborative skills, use of formative assessments and Response to Intervention, knowledge of the Tohono O'odham Nation and community, setting class environment through positive reinforcement, and strategies on improving attendance. The LEA offers this flexibility so the principal can create a highly effective professional learning community based on content knowledge, effective instruction, and trust.

Competency Based Selection

In the 2013-2014 school year, BUSD selected a highly effective Turnaround Leader following Arizona state standards for transformational schools. The leader's ability to impact change in student achievement, set high standards and hold other accountable for such standards was a determining factor in hiring her. The new principal exemplifies the competency needed to make changes. The following are examples of such competencies:

Driving for Results

Achievement: The principal has created an effective teaching and learning staff through use of the LEA's interview process. Only highly qualified teacher candidates are invited to interview. The candidates must demonstrate the following during the interview: the applicant must teach a 30 minute lesson to an actual class of students with a common core concept that is being learned at the time of interview, submit a completed lesson plan with all the Essential Elements of Instruction (EEI) embedded into the plan, provide a presentation on their current data from their current classroom (removing all student names to protect rights) and the data must demonstrate significant growth in content area in order to move to the final portion of interview. The final part of the interview is the formal Behavioral Event Interview. This process ensures that only highly competent teachers are selected.

Initiative and Persistence: The principal has demonstrated a clear process for impacting change through her initiatives that began at BMS this year to include: Non negotiable in implementation of the Positive Behavior Intervention Support model which changes the behaviors across the campus. Her persistence in setting high expectations for behaviors was evident in monthly district walk throughs.

Monitoring and Directiveness: The principal's role is to inspect what she expects. The LEA requires that the principal dedicate two days per week for classroom visits and conferences with teachers to help improve student achievement. This reflects the LEA view that the principal is the instructional leader in the school.

Planning Ahead: The principal works with her staff in a collaborative manner and reviews data in academics and school climate. Data is then moved to planning phases for improvement.

Influencing for Results

Impact and Influence: As the principal completes her first year, she has a 2% turnover. This data speaks to her impact and influence as a principal and the confidence her team has placed in her abilities to impact student achievement.

Team Leadership: The principal meets with her administrative team each week to guide data-driven instruction. The team reviews student data in the core content areas, attendance, behavior, and parental involvement. Decisions are made as a collaborative process.

Developing Others: The principal has taken time to develop teachers by supporting and building confidence in her teachers. During the first formal observation, five novice teachers scored in the Developing category. Due to her consistent coaching and timely feedback these teachers were able to move into the Proficient category in their second formal observation.

Problem Solving

Analytical Thinking: The principal has experiences in teaching mathematics, which gives her an analytical mind to process data and determine next steps. She and her team take student data and break it down by concept to determine each student's individual academic needs.

Conceptual thinking: The principal had to take bold steps to create a culture of learning and safety, therefore before the year began, she worked diligently, with her leadership team, over the summer to make plans that supported teachers and students and created an environment for student success.

Showing Confidence

Self-Confidence: The principal has demonstrated her confidence in her willingness to make dramatic changes in the area of school climate and culture. She has proven success in making positive changes with her staff and students. In the 2013-2014SY, there was a significant decrease in the number of student behavioral referrals and suspensions as compared to previous school year.

Teacher Effectiveness

Teacher effectiveness is the key to student achievement. Therefore, the LEA created a recruitment and retention plan that would entice all current and future teachers to seek employment with BUSD. Highlights of the plan include:

- Highest salaries in Arizona
- Housing at affordable cost
- Commuter bus from Tucson

- Wi-Fi on bus
- Laptops for all teachers
- Quality professional development
- Digital textbook curriculum
- New technology in each classroom
- Collaborative teacher evaluation system created by teachers and administration
- Instructional coaching and support for all teachers

Instructional Infrastructure

Along with the components of the recruitment and retention plan, teachers are provided a comprehensive instructional infrastructure. One of the most important components of student achievement is creating a system for data management. Each school is currently using a system for collecting formative and summative assessment. Formative assessments are created by the grade level teams and mastery is set at 80% or higher. Teams then meet to plan for re-teaching or enrichment. Summative assessments are housed with the use of ATI-Galileo for math, reading, writing, and science. The data is reviewed after each benchmark as a team. Teams determine what concepts must be re-taught and re-visited. An effective response to intervention (RtI) process follows review of data. Teams make decisions that will impact student's individual needs to move to an intervention or enrichment block.

Each student has an Individual Learning Plan (ILP) created that will impact their learning in all four content areas of math, language arts, science and social studies. The other component of the ILP is attendance, behavior, and parental involvement. The plan is reviewed quarterly with parents to discuss progress or provide parents with ideas for improvement. As Tier 1 of the RtI plan is developed, the teaching teams and their instructional leader have created Tier 2 and 3 RtI for students that fall into those categories. Tier 2 includes intervention blocks embedded into the day and individual plans for parent support. Tier 3 intervention includes tutoring after school and during intercessions. Tier 3 intervention also includes sending students to our Success for All Intervention team where the team creates a series of instructional strategies the teacher begins to use and report at the end of two weeks. In order to make sure data and intervention are effective, the LEA provides each site with professional development flexibility to review data and plan next steps for each student.

The literature on teacher retention suggests that one of the most important factors in retaining teachers is a highly effective professional development program that includes job-embedded training, mentoring, and a Professional Learning Community environment. (*The Influence of a Beginning Teacher Induction Program*, Siqueiros, 2003) Prior to the start of the school year, teachers are required to attend four days of professional development. This is followed by five dedicated days of professional development throughout the school year. Additionally, 16 hours of new teacher induction (NTI) is provided for teachers in their first and second year in the district.

The focus of NTI is to provide teachers with additional support in SFA, and PowerTeaching Math, AVID and embedding cooperative learning strategies throughout all content areas.

Professional development days are embedded in the yearly calendar and strategically placed after each quarter to provide teachers time to review their individual classroom data and bring ideas to the team meetings where grade level plans are created. The instructional leader

provides clear direction on what the data collection, review, and plans for student success will be. Professional development focused on data collection, data dialogue and interpretation in English Language Arts and Mathematics will also be conducted for one hour every Thursday.

Flexibility at each site provides the principal allowance to create a master schedule to embed a common planning time in which teachers will collaborate for the purpose of data discussions and improvement in instructional practice. The common planning time and professional development after hours provide for horizontal and vertical teaming. The collaborative time is also key in discussing and planning for comprehensive curriculum mapping.

The LEA holds its own Professional Learning Community Committee (PLCC). The committee meets at minimum two hours per week and discusses all aspects of teaching and learning. The committee applies a shared decision-making approach.

Professional development was provided to all teachers where a curriculum map template was agreed upon and use of Beyond Textbooks would provide a calendar of common core concepts to be taught at specific times of the year. The final product would include the following components of the map: Knowledge, skills, essential questions, resources, activities, instructional strategies, mathematical practices used to name a few of the components. The LEA is also undertaking a district wide textbook adoption for the 14-15SY. The adoption will have a digital component that will also provide teachers with current and impactful professional development to refine the current curriculum maps. With a guaranteed and viable curriculum, each school can set bold year end performance targets.

Each year, as part of the LEA's consolidated improvement plan, each site is required to set year end targets in the areas of math, reading, and attendance. These targets are visited at the end of each quarter to determine progress or next steps. These discussions impact what each teacher must do in order to refine content knowledge and/or pedagogical principles.

Model Implementation

BUSD has taken steps in the turnaround process to support BMS by replacing the principal and replacing 66% of the staff.

Evaluation

BUSD will follow the same model of evaluating the turnaround effort from our Cohort 1 and 2 grants. The model includes the LEA and site team meeting monthly to review progress as well as include process of walking through classrooms to gather instructional effectiveness data. The data is gathered and reviewed to provide teachers with immediate and specific feedback. Support personnel from the grant are evaluated and provided professional development to hone their skills as instructional coaches and content area specialists.

The Assistant Superintendent will be primarily responsible to for collecting, analyzing, and sharing evaluation data to stakeholders.

External Providers

External providers will be selected based on scientifically based research of extensive data to support student growth in the areas of math and reading. Currently, we are using the expertise and training of Success for All. Point coaches come out to schools and deliver

professional development that aligns with the goals of the grant. They include face to face coaching, support, data analysis, and planning next steps.

Other supports will include the expertise of the Assistant Superintendent, which has a doctorate in educational leadership with an emphasis in curriculum and instruction, as well as has been certificated through the National Institute of School Leadership (NISL).

Alignment of Resources/Fiscal Capacity

As stated before, the LEA has taken action to support BMS through some supports in discipline, office management, parental involvement, and counseling. The alignment of resources comes from comprehensive review of maintenance and operational funds and Impact Aid.

Sustainability

The sustainability plan has already begun with the current support. If other support is granted, the personnel are advised of the time limit and the plan is always to train administrative and certified personnel. The training allows staff to learn the specifics of effective instructional and content specific coaching and support with the desire for highly effective teachers to learn and implement strategies into the classrooms.

The LEA also looks at increasing enrollment to keep certain positions of support through increase of state funding due to increased enrollment.

Needs Assessment

Current Conditions

Effective Leadership:

A new principal was hired for the 2013-2014 school year. The principal chose rigorous goals in Reading and Math followed by actions to speed the results. The principal regularly tracked student progress on meeting goals by analyzing assessment results. Through a collaborative effort with teachers, the principal created consistent school-wide systems and structures to support student learning. The PBIS model was used as the foundation to create classroom management systems as well as to develop the discipline tiers.

Effective Teachers:

In the summer of 2013, 66% of teachers were replaced. All new teachers went through a rigorous interview process, including teaching a lesson to students, demonstrating a proven record for student achievement and a Behavior Event Interview prior to being hired.

Instructional Time:

In the 2014-2015 SY, BUSD has added an additional 20 days to the school calendar for a total of 200 days. Class periods are 53 minutes in length. Students have four Core Content classes with two intervention periods per day. Students receive support in Reading through

our Success For All (SFA) program. Students receive support in Math through the Daily Math Skills program.

Instructional Program:

All Core classes are taught using Common Core Standards. BMS has implemented Advancement Via Individualized Determination (AVID), Success for All Reading (SFA), PowerTeaching Math and Daily Math Skills(Beyond Textbooks) to support student achievement.

This year's AVID implementation was focused developing note taking strategies. Currently we have 60 students enrolled in AVID. Students used Cornell Notes as study guides for required learning. This allowed students to process information, develop questions, and summarize their learning. All students receive the SFA reading. For some this serves as an intervention and for others who are reading at or above grade level is used as enrichment.. Math intervention is provided to student via the Daily Math Skills program. Additionally, to support students at or above grade level in Math, a Pre-Algebra and Algebra class was implemented this year.

Data Informed Instruction

A baseline assessment, using ATI Galileo was administered in August 2014 to determine placement of students in appropriate interventions and to determine academic growth. Galileo Benchmark Assessments are given every quarter. Teachers have common planning time daily to discuss student achievement. Professional Development is also centered around analyzing student data to determine best course of action for instruction.

Environmental/Non-Academic Factors

Baboquivari Middle school has a school site council with representation from parents for the three grade levels. Twenty nine parents attended the Parent Night for AVID. The athletic events draw approximately thirty to fifty parents per competition. Furthermore, leaders in the community are invited to speak students.

Student Performance

Below is the student data by grade level based on the 2012-2013 AIMS assessment.

	Exceeds		Meets		Approaches		Falls Far Below	
6th grade	N	%	N	%	N	%	N	%
Reading	0	0	33	48	30	43	6	9
Writing	0	0	10	15	33	50	23	35
Math	5	7	10	14	22	32	32	46
	Exceeds		Meets		Approaches		Falls Far Below	
7th grade	N	%	N	%	N	%	N	%
Reading	0	0	35	52	30	45	2	3
Writing	0	0	9	14	30	45	27	41
Math	0	0	12	18	15	22	40	60
	Exceeds		Meets		Approaches		Falls Far Below	

8 th grade	N	%	N	%	N	%	N	%
Reading	0	0	21	32	28	42	17	26
Math	1	2	4	6	8	12	53	80
Science	1	1	12	18	20	30	34	51

Below is the data by grade level based on the Galileo Assessment

	Exceeds		Meets		Approaches		Falls Far Below	
6 th grade	N	%	N	%	N	%	N	%
Reading	1	1	24	40	32	53	3	5
Math	6	8	8	10	13	17	48	64
	Exceeds		Meets		Approaches		Falls Far Below	
7 th grade	N	%	N	%	N	%	N	%
Reading	0	0	28	56	15	30	1	2
Math	2	3	6	9	10	16	43	70
	Exceeds		Meets		Approaches		Falls Far Below	
8 th grade	N	%	N	%	N	%	N	%
Reading	5	8	14	23	24	40	16	27
Math	3	4	7	10	3	4	55	80

Historically, students have not performed well in Math. Students have large learning gaps in their Math skills, which in turn, affects their confidence level. Math intervention classes focused on developing students' math skills that should have been mastered in lower grade levels.

Primary Concerns/Root Causes

Student growth is progressing slowly, more specifically in Math. Teachers are developing their instructional skills; however, Baboquivari Middle School has seven new teachers. Veteran teachers were assigned a mentee to assist new teachers with issues that may arise. This system helped new teachers connect with experienced teachers on an as needed basis.

Absent an Instructional Coach and SFA Facilitator teachers did not have all the support needed to help them enhance researched based instructional practices. Also, Baboquivari Middle School does not have a data facilitator to get student data into the hands of teachers in a timely manner.

Program Plan, Monitoring, and Budget Alignment

The LEA has selected the Turnaround Model for Baboquivari Middle School. As stated earlier, the LEA has implemented the turnaround model as the LEA felt that the past data was a reflection of the past administration and teaching staff. The following performance targets were created by the stakeholders to reflect the confidence they have in the new leadership and learning community.

Performance Area	Year 1	Year 2	Year 3
Math	By the end of May 2015, 70% of students	By the end of May 2016, 80% of students	By the end of May 2017, 90% of students

	will meet or exceed state assessment in math.	will meet or exceed state assessment in math.	will meet or exceed state assessment in math.
Reading	By the end of May 2015, 70% of students will meet or exceed state assessment in reading.	By the end of May 2016, 80% of students will meet or exceed state assessment in reading.	By the end of May 2017, 90% of students will meet or exceed state assessment in reading.
Promotion Rate	By the end of May 2015, 70% of students will be promoted to high school based on passing state assessment scores.	By the end of May 2016, 80% of students will be promoted to high school based on passing state assessment scores.	By the end of May 2017, 90% of students will be promoted to high school based on passing state assessment scores.

In order to ensure reaching the goals created for students at BMS, the following plan will be necessary. Specific SMART goals, strategies, and action steps will provide a comprehensive framework for BMS to use as a guide for fidelity implementation. The goals focus on student achievement in the areas of reading, math, and promotion rates.

Math Achievement Plan

The math goal is to ensure students at BMS are demonstrating mastery by having 70% or more students pass their state assessment by May 2015. In order to do this, several areas must be addressed. They are in the areas of curriculum, instruction, professional development, assessment, and intervention.

Strategy: Improve student learning by ensuring a guaranteed and viable curriculum

Action Steps

1. Administration and Teachers will create a math curriculum for grades 6-8, and embed the new digital curriculum to be purchased.
2. Administration and Teachers will support the math curriculum for grades 6-8 with the use of Beyond Textbooks.

Strategy: Improve instruction of math teachers through specific and timely professional support

Action Steps

1. Hire a math interventionist to support instruction through a specific coaching model.
2. Continue use of the new Teacher Evaluation System that accounts for teacher instruction, classroom data, and school wide data.

Strategy: Improve professional development that is specific to the development of highly effective teachers in mathematics.

Action Steps

1. Provide professional development in the effectiveness of content and pedagogy of the Arizona College and Career Readiness Standards
2. Professional development time will be provided to teachers to create the math curriculum.

Strategy: Improve student learning through systematic approach to formal and summative assessment.

Action Steps

1. Hire School Improvement Specialist that will support principal in instructional coaching and data analysis through systematic assessment.
2. Create a common formative assessment (CFA) process for creating formatives, analysis of data, creation of intervention/enrichment plans for each student.
3. Create a calendar for pre/post and benchmarking assessment through ATI-Galileo

Strategy: Improve student learning through creation of a highly effective Response to Intervention plan

Action Plan

1. Administrative and teachers to create Individual Learning Plans (ILP's) for each student in Tier 2 and Tier 2 of RtI model.
2. Hire highly qualified tutors to provide intervention learning after school, during intersession, and Saturday's.

Reading Achievement Plan

The reading goal is to ensure students at BMS are demonstrating mastery by having 70% or more students pass their state assessment by May 2015. In order to do this, several areas must be addressed. They are in the areas of curriculum, instruction, professional development, assessment, and intervention.

Strategy: Improve student learning by ensuring a guaranteed and viable curriculum

Action Steps

1. Administration and Teachers will create a English Language Arts (ELA) curriculum for grades 6-8, and embed the new digital curriculum to be purchased.
2. Administration and Teachers will support the ELA curriculum for grades 6-8 with the use of Beyond Textbooks.
3. Purchase of Success for All Reading Edge 2 curriculum for school wide reading intervention program

Strategy: Improve instruction of ELA teachers through specific and timely professional support

Action Steps

1. Hire an ELA interventionist to support instruction through a specific coaching model, and support the SFA reading intervention program.
2. Hire use of external providers from SFA to provide support, training and coaching to administration and teachers.
3. Continue use of the new Teacher Evaluation System that accounts for teacher instruction, classroom data, and school wide data.

Strategy: Improve professional development that is specific to the development of highly effective teachers in ELA.

Action Steps

1. Provide professional development in the effectiveness of content and pedagogy of the Arizona College and Career Readiness Standards
2. Professional development time will be provided to teachers to create the ELA curriculum.

Strategy: Improve student learning through systematic approach to formal and summative assessment.

Action Steps

1. Hire School Improvement Specialist that will support principal in instructional coaching and data analysis through systematic assessment.
2. Create a common formative assessment (CFA) process for creating formatives, analysis of data, creation of intervention/enrichment plans for each student.
3. Create a calendar for pre/post and benchmarking assessment through ATI-Galileo

Strategy: Improve student learning through creation of a highly effective Response to Intervention plan

Action Plan

1. Administrative and teachers to create Individual Learning Plans (ILP's) for each student in Tier 2 and Tier 2 of RtI model.
2. Hire highly qualified tutors to provide intervention learning after school, during intersession, and Saturday's.

Promotion Rate Plan

The goal of BMS is to increase the promotion rates of 8th graders in order to continue their education at our feeder school, Baboquivari High School. In order to increase promotion rates, students must be academically and socially prepared and ready for high school. The following are goals that will support student promotion through counseling, behavior support, family involvement, and increase attendance rate.

Strategy: Improve the relationship between students and counselor through effective strategies

Action Steps

1. Hire Behavior Support/Counselor to work with social behaviors of students so they can learn advocacy and self-determination skills
2. Work with school resource officer to create a relationship with middle school students that will support life situations that take students away from learning.

Strategy: Improve relationships with parents and families

Action Steps

1. Create a family plan for students that are falling far below/approaching standards to attend family training to help students with homework.
2. Continue support from Parent Liaison

Strategy: Improve attendance rate for BMS

Action Steps

1. Increase attendance rate to 92% by end of year through creation of SFA/Solutions/Attendance Committee

Turnaround Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
Description of Turnaround Model Program Requirements	Describe specific strategies and action steps for each of the Turnaround Model Program Requirements to be used to progress towards the performance targets.	Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.	Describe the LEA plan for monitoring progress of implementation of the Turnaround Model.	Clearly identify funds and/or resources that the LEA and School will use to support implementation of each of the Turnaround Model Program Requirements to achieve performance targets.
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	BUSD to replace principal and provide her with flexibility to implement a plan that will support teachers and students in academic attainment.	Replaced principal in the 13-14SY.	Principal evaluated by superintendent on formal and summative evaluation tool.	Current salary for principal is being paid out of M & O funds.
Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. Screen all existing staff and rehire no more than 50 percent; and select new staff.	BUSD to replace at least 50% of the staff at BMS.	Replaced 50% of the staff in the 13-14SY. At end of May 2014, only 2 teachers will need to be replaced.	Principal evaluated teachers using the new BUSD Teacher Evaluation System, where teachers receive summative evaluation at 50% instruction, 33% class data, and 17% school wide data.	No funds needed from grant
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	BUSD increased district salary structure for teachers to become highest paid in Arizona. Affordable housing Commuter bus Professional development	Governing board approved salary schedule March 2014. Housing offered to teachers Teacher bus brings to and from Tucson PD is offered by district and site	New teacher contract includes non-negotiables which are part of the teacher evaluation and will be used to monitor progress.	No funds needed from grant

	Laptops	New laptops to support new TV technology in classrooms given to each teacher		
<i>Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i>	Professional development in curriculum mapping, digital textbook, technology, content specific, instruction, are all part of BUSD's plan to increase effectiveness of teachers. Hire the following support: School Improvement Specialist Reading/SFA Specialist Math Interventionist	PD is offered beginning May 23-June 5, 2014, with BUSD providing site principals with a PD budget to bring in teachers over summer in 2014 and each year thereafter. Hire all support by July 2014	Each PD has an evaluation survey completed that the Assist. Supt will review and bring to PLCC to discuss and provide next steps to ensure PD is specific and effective. Progress and effectiveness will be monitored by principal using the administrative evaluation system	Grants will be needed to support the three instructional support personnel.
<i>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</i>	New Assistant Superintendent in charge of teaching and learning hired to be in charge of school improvement efforts.	Assistant Superintendent begins duties in July 1, 2014.	Assist. Supt. will be in charge of evaluating the SiG and reporting to Superintendent, Governing Board, and stakeholders.	Indirect costs from grant will support evaluation and support for the SiG.
<i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</i>	Instructional programs to be used include: SFA Reading Intervention SFA Power Teaching Math Beyond Textbooks McGraw Hill Digital	All programs purchased in 2014-15SY	Progress will be monitored by stakeholders by having quarterly Success Network meetings.	Programs have been purchased, but BMS is seeking funds for the new SFA Reading Edge curriculum with additional technologies embedded in SFA curriculum
<i>Promote the continuous use of student data (such as from</i>	BMS to use ATI-Galileo using the Common Core	BUSD has ATI-Galileo already purchased and	BMS will use a comprehensive plan of	BUSD currently purchases and uses Galileo.

<i>formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</i>	Standards pre/post and benchmark assessments as well as the formative assessment banks.	ready for July 2014	implementing formative assessments, analyzing data, creating interventions/enrichment plans for all students. Summative assessments will include benchmarks	
<i>Establish schedules and implement strategies that provide increased learning time.</i>	BUSD to increase learning time from 180 school days to 200 school days	Governing board approved 200 Day Calendar in Feb. 2014 to begin in 2014-15.	Progress will be monitored through effective planning and use of curriculum maps using common core standards.	No funds needed from grant.
<i>Provide appropriate social-emotional and community-oriented services and supports for students.</i>	BMS to hire a behavioral specialist/counselor	Hire by July 2014	Progress monitored through weekly formal feedback from principal as well as using the new evaluation system	Funds will be needed for this additional support
<i>Pre-Implementation-if requesting pre-implementation funds complete this section.</i>				

Appendix A

OUR DISTRICT

While we stand proud of our history and our culture, our eyes remain focused on the future. We remain committed to ensuring our students will continue to learn our language and culture while preparing for the 21st century. Below are our goals that encompass our culture, how we teach, how our students should learn, and the resources we will use to accomplish our tasks.

OUR GOALS

Culture

Goal 1: BUSD will implement a Tohono O'odham Language and Culture Program in kindergarten through fifth grade classes beginning in 2012. The program will have a strong emphasis on speaking, reading, and writing the Tohono O'odham language.

Goal 2: We will provide students with at least one cultural teaching each week throughout the year. This may pertain to such areas as history, plants, animals, beliefs, singing, dancing, stories, etc.

Goal 3: BUSD personnel will receive Tohono O'odham culture and history training annually.

Teaching and Learning

Goal 1: Provide relevant opportunities for all students to maximize their learning and academic achievement that lead to higher education/training and career pathways.

Goal 2: Provide a safe and nurturing environment that will encourage students to attend school on a daily basis.

Goal 3: Provide effective instruction that enables all students to exceed academic standards.

Goal 4: Maximize instructional opportunities for all of our students by increasing student contact hours within a minimum of a 180 day school year.

Goal 5: Provide technology training that is current for all staff and students in order to maximize student learning

Effective Relationships to Support Student Success

Goal 1: Promote a culture that fosters active family participation and involvement.

Goal 2: Maximize mutually supportive relationships with business and community resources.

Goal 3: Create and sustain an organizational culture that ensures collaboration and cooperation.

Goal 4: Foster professional relationships with institutions, agencies, and organizations that influence education.

Goal 5: Establish an environment in which all members of the school community embrace diversity, leadership, and accountability.

Goal 6: Provide a secure, healthy, and welcoming learning environment.

Goal 7: Expect a culture of mutual respect.

Goal 8: Encourage healthy choices.

Highly Performing Personnel

Goal 1: Attract and recruit the highest quality applicants representing diverse backgrounds.

Goal 2: Foster a culture of expecting and recognizing excellence throughout the school/community.

Goal 3: Enhance and sustain collaborative working relationships.

Goal 4: Provide high quality training and development for all personnel, including a grow-your-own teacher/administrator program.

Goal 5: Retain highly performing personnel.

Communication

Goal 1: Provide clear, concise, and timely communication among students, parents, staff, community, tribal districts, and Tohono O'odham government.

Goal 2: Increase awareness and understanding of district priorities, programs, procedures, and policies.

Goal 3: Use technology to improve communications.

Resources

Goal 1: Align financial and personnel resources to maximize educational achievement.

Goal 2: Plan and manage for growth.

Goal 3: Align programs, services, and resources with district priorities.

Goal 4: Maximize cutting edge technology at all levels.

LEA and School Three-Year Preliminary Planning Budget Template

(Submit a proposed three-year preliminary budget for each participating school requesting SIG funds and for the LEA if requesting LEA level funds)

If requesting LEA funds, describe the support activities and estimate the amount of funds that will be set-aside to support the school(s) in implementing the selected model.

For each school competing for SIG funds, a preliminary 3-year budget is required. For each school estimate the amount of funds that will be needed to implement and support the various requirements of the four interventions. The minimum annual amount per school is \$50,000 and the maximum annual amount per school is \$2,000,000. (A proposed 3 year budget must be submitted for each school- make additional copies as needed).

LEA Preliminary Budget to Support Selected School Model(s)

Name of LEA:				
Support Activities	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
School Improvement Specialist	75,000.00	75,000.00	75,000.00	225,000.00
Benefits	15,000.00	15,000.00	15,000.00	45,000.00
Math Interventionist	55,000.00	55,000.00	55,000.00	165,000.00
Benefits	11,000.00	11,000.00	11,000.00	33,000.00
Reading/SFA Facilitator	55,000.00	55,000.00	55,000.00	165,000.00
Benefits	11,000.00	11,000.00	11,000.00	33,000.00
Behavioral Specialist/Counselor	55,000.00	55,000.00	55,000.00	165,000.00
Benefits	11,000.00	11,000.00	11,000.00	33,000.00
Reading Intervention Materials	60,000.00	60,000.00	60,000.00	180,000.00
External Providers	40,000.00	40,000.00	40,000.00	120,000.00
Professional Development	50,000.00	50,000.00	50,000.00	150,000.00
Indirect Costs	32,000.00	32,000.00	32,000.00	96,000.00
Total	500,000.00	500,000.00	500,000.00	1,500,000.00

Turnaround Model				
Name of Participating School:	Baboquivari Middle School			
Strategies	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
Recruiting and hiring building principal	0	0	0	0
Teacher and principal evaluation systems	0	0	0	0
Process for screening existing staff, rehiring 50% and hiring 50% new staff	0	0	0	0
Incentives, career growth and flexible work conditions designed to recruit, place and retain turnaround staff	0	0	0	0
Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program	50,000.00	50,000.00	50,000.00	150,000.00
Implementing new governance structure	0	0	0	0
Identify and implement an instructional program aligned to state academic standards	100,000.00	100,000.00	100,000.00	300,000.00
Assessment data review and analysis	122,000.00	122,000	122,000.00	366,000.00
Data systems	0	0	0	0
Increased learning time for students	0	0	0	0
Community and support services for students	66,000.00	66,000.00	66,000.00	198,000.00
Reading Interventions (RTI)	66,000.00	66,000.00	66,000.00	198,000.00
Math Interventions (RTI)	66,000.00	66,000.00	66,000.00	198,000.00
Additional Reform Activities: Specify				
Pre-Implementation Activities				
Total	500,000.00	500,000.00	500,000.00	1,500,000.00